



# National Child Care Information Center

*A service of the Child Care Bureau*

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## **STATE INITIATIVES and RESOURCES to SUPPORT SCHOOL READINESS/PREKINDERGARTEN**

The following resources provide information on selected State prekindergarten initiatives. Publications with descriptions of initiatives in several States are included in the section on General and Multi-State Resources.

### **Selected State Initiatives**

#### **Connecticut**

■ *The Preschool Difference: Executive Summary* (March 2004), by the Connecticut Commission on Children, with support from the State Department of Education and the Connecticut Center for School Change, for the Connecticut General Assembly's Education Committee, describes the results of a survey of kindergarten teachers in Connecticut's priority school districts to determine how many children enter kindergarten ready for school. It found that children with two years of preschool fared significantly better in language and literacy, math, social/emotional development, and fine motor skills than children with one year of preschool or with no preschool. This resource is available on the Web at <http://www.cga.state.ct.us/coc/PDFs/book.pdf>.

■ *The School Readiness Initiative in South Central Connecticut: FY2000 Update* (January 2001), by Walter S Gilliam, published by the National Institute for Early Education Research (NIEER), reports on an evaluation of classroom level quality in four cities in Connecticut (Meriden, Middletown, New Haven, and Waterbury) in an effort to implement the Connecticut School Readiness Initiative (CSRI). During 1999, baseline data were collected on the quality of all 123 CSRI classrooms. Findings from this baseline assessment were used to launch targeted quality improvement efforts in each of these classrooms. Follow-up data, collected on one-fourth of these programs, indicated great improvement. The percentage of classrooms rated inadequate fell from 9 percent to 0 percent; the number of classrooms rated excellent tripled (from 14 percent to 42 percent). Classrooms in programs accredited by the National Association for the Education of Young children (NAEYC) significantly outscored their nonaccredited counterparts on virtually every measure of program quality assessed. There was a significant positive correlation between both the number of staff and the overall staff-child ratio and classroom quality. Recommendations for increasing program quality include increased efforts to promote program accreditation and support of local quality enhancement projects. This resource is available on the Web at <http://nieer.org/resources/research/CSRI2000Update.pdf>.

## **Delaware**

■ *Head Start ECAP Outcomes Report: State of Delaware, Fiscal Year 2001–2002* (2003), by Janet R. Cornwell and Patsy G. Kersteter, for the Delaware Department of Education, Delaware Early Care and Education Office, presents information about the involvement of Federally funded Head Start Programs for 3- and 4-year-olds and State funded Early Childhood Assistance Programs (ECAP) for 4-year-olds in the Head Start/ECAP Outcomes Project. The project provides a systematic method for measuring child, family, and community outcomes for Head Start and ECAP programs in Delaware. The report illustrates which goals have been accomplished by families served by these programs, and how these goals have been met. Results of the data collected from the Child Developmental Outcomes Forms for Head Start and ECAP programs indicate that children being served by these programs are progressing in all areas of development tracked by their respective assessment instruments, including communication, cognitive, social-emotional, and physical development. This resource is available on the Web at [http://www.doe.state.de.us/early\\_childhood/research/State%20Report%20Total%2001-02.pdf](http://www.doe.state.de.us/early_childhood/research/State%20Report%20Total%2001-02.pdf).

## **Florida**

■ “School Readiness Program’s Potential Is Beginning to Be Realized, But Is Hindered by Partnership Guidance Issues” (January 2004), an *OPPAGA Program Review* No. 04-06, by the Office of Program Policy Analysis and Government Accountability (OPPAGA), an office of the Florida Legislature, reports on a performance review of Florida’s school readiness program administered by the Florida Partnership for School Readiness, Agency for Workforce Innovation, and school readiness coalitions. This report determines the progress made by the Partnership implementing the school readiness program; assesses program’s efficiency and outcomes; and evaluates the ability of the school readiness program to effectively implement the Universal

Pre-K Program recommended by the State Board of Education. This resource is available on the Web at <http://www.oppaga.state.fl.us/reports/pdf/0406rpt.pdf>.

■ “School Readiness Coalitions’ Progress Varies in Implementing the Program Over Two Years” (December 2003), an *OPPAGA Program Review* No. 03-75, by the Office of Program Policy Analysis and Government Accountability (OPPAGA), an office of the Florida Legislature, focuses on local program activities and examines the progress made by local school readiness coalitions in implementing five essential elements of the program. This resource is available on the Web at <http://www.oppaga.state.fl.us/reports/pdf/0375rpt.pdf>.

## **Georgia**

■ *Report of Findings From the Early Childhood Study: 2001-2002* (August 2003), by Gary T. Henry, Laura W. Henderson, Bentley D. Ponder, Craig S. Gordon, Andrew J. Mashburn, and Dana K. Rickman, published by Georgia State University, Andrew Young School of Policy Studies, presents findings from a study that examined the development of 4-year-olds in early childhood programs, preschools, and child care centers in Georgia. Three groups of children attending preschool were included: (1) children enrolled in Georgia’s Prekindergarten Program (Georgia Pre-K), (2) children attending Head Start as 4-year-olds (Head Start), and (3) children attending private preschools or child care centers (private preschool) who are eligible for the Georgia Pre-K Program. Overall, Georgia’s 4-year-olds began preschool scoring below national norms on **three** of the **four** norm-referenced assessments of language development and cognitive

skills. Children who attended preschool in Georgia made gains of a least **four** points against the national norms on all **four** standardized assessments from the time they entered preschool until they entered kindergarten the following year. On average, children enrolled in Head Start were from homes and families with the greatest disadvantages; children enrolled in private preschools were from families with the fewest disadvantages; and children who attended Georgia Pre-K were from families with wide ranges in economic resources, parental education, involvement with children and schools, and family structures. Higher levels of program quality benefited children from all **three** groups. The efforts that Georgia's Pre-K Program expends in monitoring, technical assistance, and training support seem to be integral to achieving high-quality classrooms for 4-year-olds. This resource is available on the Web at <http://www.gsu.edu/~wwwsps/publications/2003/earlychildhood.pdf>.

■ *Georgia Prekindergarten Program, 2003-2004 School Year Pre-K Providers' Operating Guidelines* (July 2003), by the Georgia Office of School Readiness, lists key program components. The document is intended to assist prekindergarten providers in providing a quality educational pre-K program to eligible 4-year-old and 5-year-old children and their families during the 2001-2002 school year. This document is intended to reduce paperwork, to provide clarity, and to offer guidance to current and new pre-K providers. This resource is available on the Web at <http://www.osr.state.ga.us/FYIGuide2004.pdf>.

■ *Longitudinal Study of the Georgia Prekindergarten Program: Final Report 1996-2001* (May 2003), by Gary T. Henry, Laura W. Henderson, Bentley D. Ponder, Craig S. Gordon, Andrew J. Mashburn, and Dana K. Rickman, Andrew Young School of Policy Studies, Georgia State University, reports on a 12-year longitudinal study established in 1993 of the lottery-funded voluntary Georgia Prekindergarten Program for 4-year-olds. The evaluation, which is funded by the Office of School Readiness, is designed to follow approximately 4,000 prekindergarten children through their school careers, in order to study the effects of prekindergarten on future educational achievement. In addition, the study contributes to the understanding of how young children develop and benefit from various educational experiences. This resource is available on the Web at <http://www.gsu.edu/~wwwsps/publications/GPKLSFinalReportMay2003.pdf>.

## **Illinois**

■ *A Universal Good: Expanding Voluntary, Early Learning Opportunities for Illinois' Young Children* (November 2001), by Voices for Illinois Children, was written to stimulate discussion about the potential and need for expanding access to voluntary, high-quality early childhood care and education programs, which lay a crucial foundation for the healthy cognitive, social and emotional development of children. Among other issues, the report examines standard setting and evaluation. This resource is available on the Web at <http://www.voices4kids.org/Universal.pdf>.

■ *Illinois Prekindergarten Program for Children At Risk of Academic Failure, FY 2000 Evaluation Report* (June 2001), the Illinois State Board of Education, provides information on how State grants are issued to public school districts to conduct preschool education programs for children ages 3 to 5 who are at risk of academic failure. Since 1987, ISBE has been collecting data to follow the academic progress of the children who participated in the program.

This resource is available on the Web at <http://www.isbe.net/research/pdfs/atrisk.pdf>.

## **Maryland**

■ *Children Entering School Ready to Learn: School Readiness Information: School Year 2002-03 by State and County* (March 2003), by Maryland State Department of Education, presents descriptions of the state of school readiness in Maryland for the 2002-2003 school year. This was the second year that all kindergartners in the State of Maryland were rated on their readiness for school. Data show that 52 percent of entering kindergarten students in Maryland have been rated by their teachers as “fully ready” to do kindergarten work, 41 percent are at the “approaching readiness” level and need targeted support in order to meet kindergarten expectations, and 7 percent of the students are in the “developing readiness” category and need considerable support in order to do kindergarten work successfully. Compared to the school readiness data collected in 2001-2002, the composite school readiness data show that 3 percent more kindergarten students came to school fully ready. There was improvement in all domains; the largest improvement was in language and literacy. The report also looked at the relationship between school readiness and prior early care experience. This resource is available on the Web at [http://www.msde.state.md.us/Special\\_ReportsandData/KReport2003/complete.pdf](http://www.msde.state.md.us/Special_ReportsandData/KReport2003/complete.pdf).

■ *Achieving School Readiness: A 5-Year Action Agenda For Maryland* (October 2002), by Leadership in Action Program (LAP), State of Maryland, details the goals, strategies, and action steps that have been determined to be most critical in ensuring that Maryland’s children enter school ready to learn. The 5-Year Action Agenda is based on accomplishing six goals. Action steps are outlined in charts for each of the goals. The critical first steps to prepare children for kindergarten include building public support, establishing a permanent school readiness committee, focusing on parent involvement, expanding early care and education services, addressing credentialing and compensation of child care staff, and keeping children healthy. This resource is available on the Web at <http://www.excelgov.org/usermedia/images/uploads/PDFs/Readiness.pdf>.

## **Massachusetts**

■ *Report of the Massachusetts Early Education and Care Council* (March 2004), prepared by the Massachusetts Department of Education, Department of Public Health, and Office of Child Care Services, describes the recommendations of the Massachusetts Council on Early Education and Care for the development of a comprehensive, high-quality, accessible system of programs and services for young children through the age of 5 in collaboration with their families and communities. This resource is available on the Web at [www.doe.mass.edu/els/news04/childhood\\_report.pdf](http://www.doe.mass.edu/els/news04/childhood_report.pdf).

■ *School Readiness in Massachusetts* (November 15, 2001), a report by the Governor’s Commission on School Readiness, describes recommendations to improve services in Massachusetts for children from birth to age 5 and their families so that all Massachusetts children enter school ready to learn and succeed. The report includes a series of recommendations to serve as guiding principles. This resource is available on the Web at [http://www.qualitychildcare.org/PDF/school\\_readiness.pdf](http://www.qualitychildcare.org/PDF/school_readiness.pdf).

## Michigan

■ *Effects Five Years Later: The Michigan School Readiness Program Evaluation Through Age 10* (January 2002), prepared by the High/Scope Educational Research Foundation for the Michigan State Board of Education, describes the Michigan School Readiness Program (MSRP). The program provides nine months of educational experiences beginning at age 4. The program curriculum is designed to promote children's intellectual and social growth through developmentally appropriate activities. The program also encourages family participation and provides parenting support, guidance, and referrals to community services as needed. This resource is available on the Web at <http://www.highscope.org/Research/MsrpEvaluation/msrp-Age10-2.pdf>. Additional information about this evaluation project is available on the Web at <http://www.highscope.org/Research/MsrpEvaluation/msrpmain.htm>.

■ *Points of Light: Third Year of the Michigan School Readiness Evaluation Report* (February 2000), by Zongping Xiang, Larry Schweinhart, Charles Hohmann, Charles Smith, Eileen Storer, and Sherri Oden, High/Scope Educational Research Foundation, assessed the implementation and effectiveness of the Michigan School Readiness Program (MSRP). For three years, the MSRP Evaluation's Longitudinal Study followed two cohorts of children from kindergarten through the primary grades. The two cohorts were selected in seven sites from across the State. Each cohort consists of a group of children who had participated in the MSRP and a comparison group who are like the MSRP children in age and socioeconomic background, but had not attended the MSRP. The students who had participated in the MSRP remained significantly higher in overall development on the Child Observation Record and five out of the six subscale scores in kindergarten, compared to the students who had not participated in the program. This resource is available on the Web at <http://www.highscope.org/Research/MsrpEvaluation/pointsoflight.pdf>.

## Minnesota

■ *The Minnesota School Readiness Year Two Study: Developmental Assessment at Kindergarten Entrance Fall 2003* (February 2004), prepared by the Minnesota School Readiness Study Team representing the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS), describes findings from Year Two of the assessment of school readiness with a random sample of 1,852 children entering kindergarten in Fall 2003. The study used the five domains in the Work Sampling System of child assessment that correspond to the domains of physical well being and motor development, social and emotional development, approaches to learning, language development, cognition and general knowledge, and creativity and the arts. It is expected that the results will promote children's learning and development over time by improving early childhood programs and services, better preparing schools to meet the needs of children as they enter school, and easing the transition for children and families from home to school. This resource is available on the Web at <http://education.state.mn.us/content/065878.pdf>.

## New Hampshire

■ *Ready, Set, GROW: Investing in Quality Early Care and Education for a Thriving New Hampshire* (Spring 2004), by Children's Alliance of New Hampshire, in collaboration with The New Hampshire School Readiness Indicators Initiative State Team, discusses the importance of early years, best-practice approaches to early learning, the importance of public



investment in early care and education, and data on indicators of child well-being in New Hampshire. This resource is available on the Web at <http://www.childrennh.org/documents/EarlyEducationBrief2.pdf>.

## **New Jersey**

■ *Abbott Preschool Program Implementation Guidelines* (February 2003), by the New Jersey Office of Early Childhood Education, provides guidance from the Department of Education to enable New Jersey school districts to plan, develop, and realize high-quality preschool programs for 3- and 4-year old children in 30 of the highest poverty districts in the State. Guidelines are offered in the following areas: (1) curriculum, (2) the learning assessment and documentation process, (3) teacher training, (4) supporting English language learners, (5) special education, (6) continuity and transition, (7) health and nutrition, (8) family services, and (9) program evaluation and improvement. This resource is available on the Web at <http://www.state.nj.us/njded/ece/abbott/guidelines/guidelines.pdf>.

■ *Fragile Lives, Shattered Dreams: A Report on Implementation of Preschool Education in New Jersey's Abbott Districts* (January 2002), by W. Steven Barnett, Julie E. Tarr, Cindy Esposito Lamy, Ellen C. Frede, published by the National Institute for Early Education Research (NIEER), provides an update on the needs of children in New Jersey's Abbott districts and an assessment of progress toward implementation of high-quality preschool programs in 1999-2000 and 2000-2001. The authors suggest that inadequate facilities and materials are responsible for the lack of high-quality experiences in science, math, art, music, and dramatic play. Inadequate teacher support, preparation, and professional development also play a role. This resource is available on the Web at <http://nieer.org/resources/research/FragileLives.pdf>.

## **New York**

■ *Early Childhood Education: How Important are the Cost-savings to the School System?* (February 2004), by Clive R. Belfield, for the Center for Early Care and Education, a collaboration of the Schuyler Center for Analysis and Advocacy and Child Care, Inc., describes the medium-term benefits or cost-savings from Early Childhood Education in New York in reducing the incidence of special education; preventing grade repetition; improving educational productivity; and enhancing children's well-being. This resource is available on the Web at [http://www.winningbeginningny.org/documents/belfield\\_report.pdf](http://www.winningbeginningny.org/documents/belfield_report.pdf).

■ *Early Care for Infants and Toddlers: Examining the Impacts of Universal Prekindergarten* (2001), by the Cornell Early Childhood Program, Department of Human Development, Cornell University, examines the development of universal prekindergarten as part of an overall effort to strengthen the State's educational system and prepare children for success in kindergarten. It focuses on the role universal prekindergarten might play in the child care arena or on its overall impacts on early care and education as a system of supports for children and families. This resource is available on the Web at <http://www.human.cornell.edu/units/hd/cecp/pdf/infantsandtoddlers.pdf>.

■ *Universal PreKindergarten Takes Off in New York State* (February 11, 2000), by the New York State Education Department, describes a study undertaken by the Universal Prekindergarten Resource Partnership, a project of Child Care, Inc. and State Communities Aid

Association, to increase understanding of the factors that influenced local school districts in implementing universal prekindergarten, the various challenges faced, and the lessons learned. A survey of school districts eligible to implement Universal Prekindergarten in the first year (1998-1999) was conducted with preliminary findings reported in this document. Also reported are data analyses from years one and two about actual and projected grant and student counts. The full report is available on the Web at <http://www.ecsgnyc.org/docs/blendedfunding.pdf>.

## **North Carolina**

■ *School Readiness in North Carolina: Strategies for Defining, Measuring, and Promoting Success FOR ALL CHILDREN* (June 2000), prepared by SERVE and submitted to the North Carolina School Improvement Panel, North Carolina State Board of Education, presents a series of recommendations to the State Board of Education on how schools can make young children's transition from preschool to kindergarten smoother. This resource is available on the Web at <http://www.serve.org/publications/NCFull%20Report.pdf>.

## **Oklahoma**

■ "The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications" (October 2003), in *CROCUS Working Paper Number 2*, by William T. Gormley, Jr. and Deborah Phillips, published by the Center for Research on Children in the U.S. (CROCUS), presents results from an evaluation of the prekindergarten program in Tulsa, Oklahoma. Results are discussed in light of contemporary controversies regarding targeted or universal prekindergarten programs; full- or part-day programming; public school or multiple delivery sites; strategies for ensuring high-quality, effective programs; and the need for rigorous program evaluations. This resource is available on the Web at <http://www.crocus.georgetown.edu/working.paper.2.pdf>.

■ "Promoting School Readiness in Oklahoma: An Evaluation of Tulsa's Pre-k Program" (October 2003), in *CROCUS Working Paper Number 1*, by William T. Gormley, Jr., and Ted Gayer, published by the Center for Research on Children in the U.S. (CROCUS), analyzes the short-term effects of prekindergarten on children in Tulsa Public Schools in Oklahoma. It found that Oklahoma's universal prekindergarten program offers tangible benefits to young children, especially low-income and minority children. The Tulsa prekindergarten program increased cognitive/knowledge scores by approximately 0.39 standard deviation, increased motor skills scores by approximately 0.24 standard deviation, and increased language scores by 0.38 standard deviation. No impact was found on social/emotional test scores. The positive effects of Tulsa prekindergarten are greatest for Hispanic children, followed by black children. Children who qualify for the full free-lunch program were also more impacted than the population as a whole. This resource is available on the Web at <http://www.crocus.georgetown.edu/working.paper.1.pdf>.

## **Pennsylvania**

■ *A Baseline Report of Early Care and Education in Pennsylvania: The 2002 Early Care and Education Provider Survey: Full Report* (September 2002), by Wendy A. Etheridge, Robert B. McCall, Christina J. Groark, Kelly E. Mehaffie, and Robert Nelkin, published by University of Pittsburgh Office of Child Development and Universities Children's Policy Collaborative (UCPC), presents findings from the 2002 Early Care and Education Provider Survey, designed to

collect information from 637 child care centers, Head Start centers, preschools and nursery schools, group home child care providers, family home child care providers, and legally unregulated home providers regarding child care and early education in Pennsylvania. Head Start sites had the highest overall structural quality rating, and no Head Start site was rated as low quality. Head Start staff were the most highly educated and engaged in the most ongoing professional development training. Most center-based early care and education programs were nonprofit entities, and nonprofit programs tended to have lower fees for families yet offered higher quality and were more often accredited. Rural counties lacked access to center-based programs and accredited facilities. High-income families appeared to choose higher-quality center programs but lower-quality homes. Center-based programs provided more planned curricular experiences and programs for preschoolers that related to improved school readiness than did home-based programs. When sites had higher fees, they reported less difficulty meeting operating expenses. Salaries were fairly low for all early care and education staff, and benefits were few, particularly in homes. Staff turnover in early care and education programs varied with quality and the income of the families served. Both the Executive Summary and complete report are available on the Web at

[http://www.temple.edu/CPP/content/reports/BaselineReportofEarlyCareandEducationinPA\\_2002ProviderSurveyF.pdf](http://www.temple.edu/CPP/content/reports/BaselineReportofEarlyCareandEducationinPA_2002ProviderSurveyF.pdf).

### **South Carolina**

■ *First Steps and Further Steps: Early Outcomes and Lessons Learned from South Carolina's School Readiness Initiative, 1999-2002 Program Evaluation Report: Full Report* (2003), by South Carolina First Steps, presents the 1999-2002 evaluation of South Carolina's First Steps to School Readiness, a comprehensive early childhood initiative aimed at improving early childhood development by providing services to children (birth to age 5) and support to their families in an effort to help children reach school ready to learn. This resource is available on the Web at <http://www.scfirststeps.org/docs/CTfullreport.pdf>.

### **Virginia**

■ *No Time to Waste: Indicators of School Readiness: 2004 Data book* (April 2004), prepared by Voices for Virginia's Children, contains key data elements that are documented by research as impacting school readiness and are currently collected at the State and local levels. It is anticipated that the regular reporting of indicators that describe the physical, social, emotional, and cognitive well-being of children will enable policy-makers and opinion leaders to identify areas most in need of intervention, track the results of their investments, and watch trends over time. This resource is available on the Web at <http://www.vakids.org/early%20care%20and%20edu/SRI2004.pdf>.

### **Washington**

■ *Early Learning and Care Survey Results: School Districts Find Innovative Ways to Expand Programs* (August 2003), by Jen Brown, published by the Economic Opportunity Institute (EOI), presents an overview of a survey of the State of Washington's 296 districts that was conducted in order to document the extent of school district involvement in early education, identify promising models, and help shape policy decisions about moving toward universal preschool and full-day kindergarten. This resource is available on the Web at <http://www.econop.org/ELC/EarlyLearning/PreKKSS.pdf>.



## General and Multi-State Resources

- “Implications for the Early Learning Field” (June 2004), a *No Child Left Behind Policy Brief*, by Kristie Kauerz and Jessica McMaken, Education Commission of the States, considers the implications of the No Child Left Behind Act (NCLB) on early learning and early childhood education. This policy brief focuses on three NCLB components that hold relevance for early learning: adequate yearly progress, highly qualified teachers, and reading/literacy. The brief informs early learning educators and policy-makers about specific NCLB components, and begins to discern what implications NCLB holds for the early learning field. This resource is available on the Web at <http://www.ecs.org/clearinghouse/51/82/5182.pdf>.
- *Building Bridges from Prekindergarten to Infants and Toddlers: A Preliminary Look at Issues in Four States: A Discussion Paper* (April 2004), by Joan Lombardi, Julie Cohen, Helene Stebbins, Erica Lurie-Hurvitz, Jodi Jacobson Chernoff, Kristin Denton, Rachel Abbey, and Danielle Ewen, published by ZERO TO THREE, explores the connections and interactions between infant-toddler and prekindergarten policies and begins a dialogue about how to build systems that ensure the maximum benefit for children of all ages while avoiding the negative consequences that could result without an intentional discussion about how the parts fit together. This paper begins to explore these interactions through a very limited number of interviews with early childhood leaders in four States (Georgia, Illinois, New Jersey, and New York). It provides an initial glimpse into some of the issues involved in building high-quality learning opportunities for infants, toddlers, and preschoolers. This resource is available on the Web at <http://www.zerotothree.org/policy/policybriefs/BuildingBridges.pdf>.
- “Early Childhood Education—States Moving Toward Universal Coverage” (April 2004), *Education Reform Backgrounder 24*, by Linda Jacobson, published by the Education Writers Association, is a four page summary for education writers about publicly-funded early childhood programs. It includes information on State early education models, who provides services in the states, teacher qualifications, standards and quality indicators, an expert list, and important Web sites and publications. This resource is available on the Web at <http://www.ewa.org/offers/publications/earlychildhoodreform.pdf>.
- *State Efforts to Evaluate the Effects of Prekindergarten, 1977-2003* (April 2004), by Walter S. Gilliam and Edward F. Zigler, published by the National Institute for Early Education Research (NIEER), updates an earlier paper by the authors, and summarizes and analyzes the results of all reported State evaluations of State prekindergarten programs to date. It notes that while programs that rely on public funds have increasingly been held accountable for demonstrating their effectiveness and many States mandate formal evaluation of implementation and impact of their preschool programs, most States have not formally evaluated their programs. This resource is available on the Web at <http://nieer.org/resources/research/StateEfforts.pdf>.
- *Improving Urban Student Achievement through Early Childhood Reform: What State Policymakers Can Do* (February 2004), by Sharon Lynn Kagan, Education Commission of the States (ECS), provides suggestions for ways State policy-makers can support reform in early learning in urban districts. It notes that despite research evidence for the effectiveness of early

childhood education, urban children in general begin school lagging significantly behind their suburban peers in cognitive, language, and social development. These differences are likely to be exacerbated as children move through their school years. Suggestions include understanding all early care and education services within an urban area, planning and coordinating funding and services for early learning, supporting stronger regulations and teacher certification requirements and funding professional development for teachers. This resource is available on the Web at <http://www.ecs.org/clearinghouse/50/07/5007.htm>.

■ “Trust for Early Education: State of the State (SOS) Analysis” (2004), a *Kids Can’t Wait to Learn Issue Brief*, by the Trust for Early Education (TEE), analyzed governors’ State of the State addresses and proposed budgets requests for prekindergarten programs in 2004. This resource is available on the Web at <http://www.trustforearlyed.org/docs/TEESOSBudgetChart.pdf>.

■ “Governors’ Prekindergarten Proposals Too Limited, but Still More Generous than the President’s” (2004), a *Kids Can’t Wait to Learn Issue Brief*, by Trust for Early Education (TEE), reports on a survey of State and Federal prekindergarten FY 2005 budget proposals and a survey of public support of public financing of high-quality prekindergarten for all children. The brief analyzes the prekindergarten funding proposals contained in the State budget proposals that have been put forward by 50 of the nation’s governors. This resource is available on the Web at <http://www.trustforearlyed.org/docs/TEEGovPreKProposalNarrative.pdf>.

■ “What Can Be Learned From State-Funded Prekindergarten Initiatives? A Data-Based Approach to the Head Start Devolution Debate” (2004), in *The Head Start Debate (Friendly and Otherwise)*, by Walter S. Gilliam and Carol H. Ripple, eds. Ed Zigler and S.J. Styfco, published by Yale University Press, looks at how States have fared with implementing their own prekindergarten programs, as a way of predicting how States might manage if they gained control over Head Start funds. Specifically, the authors look at State-funded preschool programs in terms of program structure, program accessibility, program duration and intensity, classroom characteristics, comprehensive services, and parent involvement efforts. This resource is available on the Web at <http://nieer.org/resources/research/HeadStartChapter.pdf>.

■ *State-funded Prekindergarten Initiatives* (March 2004), by Ron Banks, Early Childhood and Parenting (ECAP) Collaborative, provides information on State-funded prekindergarten initiatives; issues influencing the growth of State-funded prekindergarten programs; the current status of State-funded prekindergarten initiatives; major issues that affect the implementation and expansion of State-funded prekindergarten programs; and what the research says. In addition, it lists State Prekindergarten Web Sites and additional resources. This resource is available on the Web at <http://ceep.crc.uiuc.edu/poptopics/prek.html>.

■ “Improving the Readiness of Children for School” (2003), *State Policies that Work Brief* No. 2, by Sharon L Kagan and Elizabeth Rigby, published by the Center for the Study of Social Policy, presents nine policy recommendations aimed at advancing all children’s readiness for school. Recommendations are intended to help State policy-makers think strategically about policy decisions that create opportunities for young children to experience high quality ECE services and to consider policy options in a coordinated and systemic manner. Recommendations

include: (1) State-funded early childhood education (ECE) programs, (2) child care subsidies, (3) child care tax provisions, (4) licensing and accreditation, (5) professional development and compensation, (6) ECE systems development, (7) ECE standards and assessment, (8) facilities and capital investments, and (9) kindergarten quality. This resource is available on the Web at [http://ccf.tc.columbia.edu/pdf/PolicyBrief2\\_iSproving\\_final.pdf](http://ccf.tc.columbia.edu/pdf/PolicyBrief2_iSproving_final.pdf).

■ “Improving the Readiness of Children for School” (2003), a *Policy Matters: Setting and Measuring Benchmarks for State Policies* Discussion Paper, by Sharon Lynn Kagan and Elizabeth Rigby, for the Policy Matters Project, published by the Center for the Study of Social Policy, presents a framework designed to enable States to benchmark their policy efforts aimed at promoting school readiness. The framework will enable States to identify and compare strengths, weaknesses, and inconsistencies in their current systems and services aimed at young children and families. Nine policy areas are critical to the school readiness result. The Policy Matters project overview is appended. This resource is available on the Web at [http://www.cssp.org/uploadFiles/improving\\_readiness.pdf](http://www.cssp.org/uploadFiles/improving_readiness.pdf).

■ *Ready for School: The Case for Including Babies and Toddlers as We Expand Preschool Opportunities* (2003), by the Ounce of Prevention, lays out the need for policy-makers to invest in school readiness programs for children from birth to age 3, describes the research that supports such an investment, and discusses ways States are building birth to age 5 early learning systems. Finance strategies in California and Illinois are described. This resource is available on the Web at [http://www.ounceofprevention.org/downloads/publications/ready\\_for\\_school.pdf](http://www.ounceofprevention.org/downloads/publications/ready_for_school.pdf).

■ *Standards for Preschool Children’s Learning and Development: Who Has Standards, How Were They Developed, and How Are They Used?* (2003), by Catherine Scott-Little, Sharon Lynn Kagan, and Victoria Sebbins Frelow, Southeastern Regional Vision for Education (SERVE), presents data on the child-based outcome (CBO) standards that have been developed to define expectations for children’s learning and development prior to kindergarten entry. The processes States have used to develop the standards and how States are using/implementing the standards are examined. The characteristics of the CBO standards that have been developed by State-level organizations are delineated. States with CBO standards consistently report that defining and developing standards is an inclusive process, requiring teamwork and consensus-building both inside and outside the early childhood community. This resource is available on the Web at <http://www.serve.org/downloads/Standards%20Full%20Report%20%20NEWEST%20version%206-19-03.doc>.

■ *The State of Preschool: 2003 State Preschool Yearbook* (2003), by W. Steven Barnett, Kenneth B. Robin, Jason T. Hustedt, and Karen L. Schulman, published by the National Institute for Early Education (NIEER), provides information on State-funded prekindergarten programs. It is the first in an annual series reporting on programs funded by State governments to educate children at ages 3 and 4. It points out the State policies that have impact on the level of access children have to preschool, the quality of preschool programs offered, and the commitment of the State for resources for these programs. This resource is available on the Web at <http://nieer.org/yearbook/>

■ *A Stitch in Time: Calculating the Costs of School Unreadiness* (2003), by Charles Bruner, Finance Project, presents information and approaches States and communities can use to make the case for investments in early childhood by focusing on the investment potential of early childhood services to school readiness and other desired results. It synthesizes the literature on early childhood development and school readiness and presents alternative approaches that can be used to estimate the cost of school unreadiness, along with examples from States and communities that have employed these approaches. Direction is provided for developing a process within a State or community to produce State- or community-specific information on school readiness that can lead to action. Appendices include an elaboration on some technical and conceptual issues in cost of failure for public services, an annotated list of references and resources, and explanatory material for selected figures. This resource is available on the Web at <http://www.financeproject.org/StitchInTime.pdf>.

■ *State-Funded Prekindergarten: What the Evidence Shows* (December 2003), U.S. Department of Health and Human Services, reviews evidence to determine the likelihood that States can meet the challenge of providing high-quality, comprehensive early childhood education and whether States would be dedicated to this effort. It examines the role that States play in comprehensive early childhood education by reviewing States' level of support for prekindergarten programs, the quality and effectiveness of State-funded prekindergarten, and State efforts to build integrated, comprehensive early childhood systems for children from birth through age 5 that have a focus on school readiness. This resource is available on the Web at <http://aspe.hhs.gov/hsp/state-funded-pre-k/index.htm>.

■ "Early Learning Standards for Young Children: A Survey of the States" (September 2003), in *Young Children* Vol. 58, No. 4, by Sharon L. Kagan, Catherine Scott-Little, and Victoria Stebbins Frelow, published by the National Association for the Education of Young Children (NAEYC), looks at similarities and differences across States in the developmental domains covered by standards that define what young children should know and be able to do; the degree to which the standards are linked to a State's K–12 standards; and in the ages of children to which the standards apply. For additional information, contact NAEYC at 800-424-2460 or on the Web at <http://www.naeyc.org>.

■ *Strengthening Head Start: What the Evidence Shows* (June 2003), by Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, states that the single most important goal of the Head Start reauthorization should be to improve Head Start and other preschool programs to ensure children are prepared to succeed in school. This paper describes the limited educational progress for children in Head Start and the problems resulting from a fragmented approach to early childhood programs and services. The paper also presents evidence from early childhood research and documents State efforts that have successfully addressed these problems. Finally, the paper explains the president's proposal for Head Start reauthorization, which builds on the evidence to strengthen the program and, through coordination, improve preschool programs in general to help ensure that children are prepared to succeed in school. This resource is available on the Web at <http://aspe.hhs.gov/hsp/StrengthenHeadStart03/index.htm>.

■ *State-Supported Prekindergarten Programs in SREB States: Growing in Hard Times* (June 2003), by the Southern Regional Education Board (SREB), profiles State-funded prekindergarten programs in the SREB States and includes information on program characteristics, 2002-2003 enrollments and funding, and recent or anticipated changes in program operations. Numbers of 4-year-old children served by State prekindergarten programs and Head Start are compared with estimated numbers of 4-year-olds living in poverty to measure how States are doing in providing high-quality pre-K opportunities to at-risk children, as called for in the SREB Goals for Education. The report finds that 12 SREB States are serving at least as many at-risk children as there are children in poverty, and two other States are very close to meeting that goal. This resource is available on the Web at [http://www.sreb.org/programs/srr/pubs/State\\_Prekindergarten.pdf](http://www.sreb.org/programs/srr/pubs/State_Prekindergarten.pdf).

■ *Expanded Learning Opportunities Programs: A Review of Research and Evaluations on Participant Outcomes in School Readiness and After-School Programs* (March 2003), by Elizabeth G. Brown, Errin M. McComb, and Catherine Scott-Little, for SERVE, provides a review of the research and evaluation literatures associated with two types of Expanded Learning Opportunity (ELOs) programs—school readiness initiatives and after-school programs. Two overarching questions have guided the inquiry for this review: “What does research suggest are potential outcomes associated with participating in these two types of ELOs?” and “What does the research suggest about outcomes that may be associated with particular types of programs or practices?” The review also seeks to shed light on the nature of the research that has been conducted within the ELO field. Appendix B includes the following tables with information on quasi-experimental and experimental evaluations:

- Table 1: “Program Characteristics of Quasi-experimental and Experimental Evaluations” provides information on the name of the School Readiness Initiative, Funding Source, Age of Participants, Duration, Intensity, Class Size/Ratio, and Teacher Qualifications; and
- Table 3: “Design Characteristics of Quasi-experimental and Experimental Evaluations” provides information on the name of the School Readiness Initiative, research design, sample size, comparison group, type of measure, and outcomes.

This resource is available on the Web at <http://www.serve.org/downloads/May%202003%20Catherine%204-17%20Synthesis%20full%20report%20for%20the%20web.%85.pdf>.

■ *Prekindergarten in U.S. Public Schools: 2000-2001* (March 2003), by Timothy Smith, Anne Kleiner, Basmat Parsad, and Elizabeth Farris, U.S. Department of Education, National Center for Education Statistics (NCES), provides national estimates on classes that serve children prior to kindergarten in U.S. public schools. The report includes information on the number of schools that offered general or special education prekindergarten classes, the number and characteristics of children enrolled in such classes, support services offered to and received by these children, the number and characteristics of teachers assigned to prekindergarten teachers, and funding sources used by the schools. Most findings are based on schools that offered at least one class for children prior to kindergarten during the 2000–2001 school year. In



addition, information on the education level of prekindergarten teachers and the pay scale used to determine their compensation is reported. This resource is available on the Web at <http://nces.ed.gov/pubs2003/2003019.pdf>.

■ *A Compendium of Multi-State Early Childhood Initiatives: Resource Brief* (February 2003), by Sheri Floyd, Charles Bruner, and Abby Copeman, published by the State Early Childhood Policy Technical Assistance Network (SECPTAN), provides a brief description of multi-State initiatives with a strong focus upon early childhood and at least some emphasis upon State policy development to improve early childhood care and education and therefore school readiness. The compendium organizes the initiatives into one of the following four categories: comprehensive school readiness, early care and education, health and physical well-being, and family well-being and self-sufficiency. This resource is available on the Web at <http://www.finebynine.org/pdf/Compdm.pdf>.

■ *Inside the Pre-K Classroom: A Study of Staffing and Stability In State-Funded Prekindergarten Programs* (2002), by Dan Bellm, Alice Burton, Marcy Whitebook, Linda Broatch, and Marci P. Young, for the Center for the Child Care Workforce (now a project of the American Federation of Teachers Educational Foundation), documents the current state of staff qualifications, stability, turnover and compensation in State-funded prekindergarten programs, and identifies the conditions under which Pre-K initiatives promote a more skilled, stable, and better compensated early care and education workforce. The study selected a sample of programs in five States: California, Georgia, Illinois (Chicago only), New York and Texas. In addition to profiling Pre-K staffing in each State, they also explored variations in staffing among Pre-K programs housed in different auspices, including publicly operated programs (based in public school districts or community colleges) and privately operated programs (based in community-based nonprofit agencies or for-profit organizations). This resource is available on the Web at [http://www.ccw.org/pubs/ccw\\_pre-k\\_10.4.02.pdf](http://www.ccw.org/pubs/ccw_pre-k_10.4.02.pdf).

■ *Key State Education Policies on PK-12 Education: 2002* (2002), by Abigail Potts, Rolf K. Blank, and Andra Williams, Council of Chief State School Officers (CCSSO), provides information on time and attendance, early childhood, graduation requirements, content standards, teacher and school leader licensure, and student assessment. The data are the result of the 2002 CCSSO Policies and Practices Survey. The report has information on 25 States and the Department of Defense Educational Activity (DoDEA). This resource is available on the Web at <http://www.ccsso.org/Publications/Download.cfm?Filename=KeyState2002.pdf>.

■ *At the Starting Line: Early Childhood Education Programs in the 50 States* (December 2002), by the American Federation of Teachers, lists State data on the status of prekindergarten programs and provides baseline information about States' provision of early childhood education, including the policies of preschool programs for 3- and 4-year-olds and kindergarten for 5-year-olds.. This resource is available on the Web at <http://www.aft.org/edissues/downloads/EarlyChildhoodreport.pdf>.

■ *Child Care and Early Education Coordination in the States—A Statutory Overview* (April 2002), by the National Conference of State Legislatures (NCSL), describes the results of a 50-State survey of State laws focusing on coordination of child care systems, including preschool

and Head Start. Survey findings are available on the Web at <http://www.ncsl.org/programs/cyf/coordsum.pdf>.

■ “Quality Counts 2002: Building Blocks for Success” (January 10, 2002), in *Education Week on the Web* Vol. 21, No. 17, supplies information on program access, funding, standards, teacher quality, and early childhood assessment, with some details on the programs and policies States have in place for kindergartners and preschoolers, including how many children are served and how much money States are devoting to various early-childhood initiatives. The complete report is available on the Web at <http://www.edweek.org/sreports/qc02/templates/article.cfm?slug=17early.h21>.

■ *Focus on Quality: Prekindergarten Programs in SREB States* (January 2002), by David R. Denton, Southern Regional Education Board (SREB), looks at State-funded preschool programs in 16 SREB States (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) to determine whether they meet standards recommended by experts in early childhood in three key quality areas: child-to-staff ratios, maximum class sizes and minimum qualifications for preschool teachers. The SREB preschool programs meet or come very close to the recommended standards in almost all cases. This resource is available on the Web at [http://www.sreb.org/scripts/Focus/Reports/Pre-K\\_Programs.pdf](http://www.sreb.org/scripts/Focus/Reports/Pre-K_Programs.pdf).

■ “Pre-K Initiatives in 2 More States” (January 2002), in *NCEDL Spotlight* No. 34, by the National Center for Early Development and Learning (NCEDL), adds California and Ohio to an earlier discussion that looked at the recent educational shift on the part of States (i.e., California, Georgia, Illinois, New York, Ohio, South Carolina, and Texas) towards establishing a prekindergarten program for 4-year-olds. This resource examines differences and commonalities among the States in terms of financing, size, diversity of population, collaboration efforts, full-day, full-year programs, and level of infrastructure. This resource is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/spot34.pdf>.

■ *Improving Children’s Readiness for School: Preschool Programs Make a Difference, But Quality Counts!* (2001) reports on research from Head Start and nine State and local preschool programs. The research demonstrated that high-quality preschool programs can improve at-risk children’s readiness for school. This resource is available on the Web at <http://www.sreb.org/programs/srr/pubs/Readiness.pdf>.

■ *Education for All Young Children: The Role of States and the Federal Government in Promoting Prekindergarten and Kindergarten* (April 2001), by Anne Mitchell of Early Childhood Policy Research, published by the Foundation for Child Development, presents options for Federal and State policy-making to create incentives for States and communities to make preschool education available to all young children. Four distinct delivery systems for preschool education in communities with local, State, and Federal support are noted: kindergarten, Head Start, child care, and prekindergarten. Steps that States can take toward universal preschool education are delineated, including establishing one set of regulations that apply to all early childhood programs, raising staff qualifications, establishing program

standards, and ensuring that a necessary infrastructure is funded. Roles for the Federal government include conducting an annual survey on the status of preschool education, funding research to develop evidence-based curricula, and creating financial incentives for States and communities to develop locally responsive systems of preschool education. The report includes a table delineating how much each State and the District of Columbia budgets for its State prekindergarten program or the Head Start supplement, and the schematic diagram for constructing universal preschool. This resource is available on the Web at <http://www.ffcd.org/uploaddocs/ecpc%20mitchell.pdf>.

■ *State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Prekindergarten* (April 2001), by the Center for Law and Social Policy (CLASP), focuses on three States with significant experience in developing a major early education initiative: Georgia, Massachusetts, and Ohio. The full report is available on the Web at <http://www.clasp.org/Pubs/DMS/Documents/1012494538.49/policy%20brief%20summary%20link.pdf>.

■ *Prekindergarten Programs in the States: Trends and Issues* (March 2001, revised July 2001), by Anne Mitchell of Early Childhood Policy Research, lays out a working definition of “prekindergarten program”; gives a brief history of these programs over the last century; describes current practices, trends, and issues; and ends with recommendations for prekindergarten policy. It includes the table “State Investments in Prekindergarten Programs 1999-2000.” Prekindergarten programs in this study have four defining characteristics: they are supported by State funds, focused on early learning for school success or school readiness, aimed at prekindergarten-age children (under 5 years old, usually 3- and 4-year-olds), and designed to deliver group learning experiences at least several days a week. This resource is available on the Web at <http://nccic.org/pubs/prekinderprogtrends.pdf>.

■ *Education for Four-Year-Olds: State Initiatives* (Technical Report #2) (2001), by the Frank Porter Graham Child Development Center, National Center for Early Development and Learning (NCEDL), compares prekindergarten programs for 4-year-olds in Georgia, Illinois, New York, South Carolina, and Texas. This document is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/EdFours-tr.pdf>.

■ *Background for Community-Level Work on School Readiness: A Review of Definitions Assessments, and Investment Strategies* (December 2000), eds. Martha Zaslow, Nancy Margie, Julia Calkins, Jonathan Zaff, and Tamara Halle, Child Trends, is intended to help communities invest wisely in school readiness initiatives. Part 1 of the report summarizes recommendations from the National Education Goals Panel (NEGP) for defining and assessing school readiness. Part 2 presents a framework for community investments based on an ecological view of child development. This framework considers factors related to the child's physical and mental health, the family context, children's experience of early childhood care and education settings, and the neighborhood context. Part 3 of the report delineates implications for community action and summarizes the most effective investments for school readiness, based on the review of research. This resource is available on the Web at [http://www.childtrends.org/files/LIT\\_REVIEW\\_DRAFT\\_7.pdf](http://www.childtrends.org/files/LIT_REVIEW_DRAFT_7.pdf).

■ “Pre-K Initiatives in Five States” (December 2000), in *NCEDL Spotlight* No. 24, by the National Center for Early Development and Learning (NCEDL), examines how five States (Georgia, Illinois, New York, South Carolina, and Texas) are implementing pre-K programs. This resource is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/spot29.pdf>.

■ “A Critical Meta-analysis of All Evaluations of State-Funded Preschool from 1977 to 1998: Implications for Policy, Service Delivery and Program Evaluation” (October 2000), in *Early Childhood Research Quarterly* Vol. 15, No. 4, by Walter S. Gilliam, looks at the evaluations of the 13 State preschool programs that have completed a formal evaluation of the program’s impact on child outcomes. For additional information, contact Walter S. Gilliam at [walter.gilliam@yale.edu](mailto:walter.gilliam@yale.edu).

■ *Title I Preschool Education: More Children Served, but Gauging Effect on School Readiness Difficult* (September 2000) (GAO/HEHS-00-171), by the U.S. Government Accounting Office (GAO), reports on the extent to which Title I funds are used to support education and/or developmentally appropriate activities for preschool children, from birth to age 5, and what is known about the effectiveness of Title I-funded programs for preschool children in preparing them for school. This resource is available on the Web at <http://www.gao.gov/new.items/he00171.pdf>.

■ *Early Childhood Programs: Characteristics Affect the Availability of School Readiness Information* (February 2000) (GAO/HEHS-00-38), by the U.S. General Accounting Office (GAO), develops a categorization of Federal early childhood education and care programs and determines what is known about the effectiveness of selected programs in contributing to school readiness. This resource is available on the Web at <http://www.gao.gov/new.items/he00038.pdf>.

■ “Readiness for School: A Survey of State Policies and Definitions” (Fall 2000), in *Early Childhood Research and Practice*, by Gitanjali Saluja, Catherine Scott-Little, and Richard M. Clifford, provides data on what States are doing with regard to defining and assessing the condition of children as they enter school, often referred to as readiness for school. Early childhood State representatives in each of the 50 States were contacted and interviewed regarding their State’s policies on children’s readiness for kindergarten. Results indicate that as of January 2000: (1) age was the criterion most often used to determine eligibility for kindergarten, (2) no State had an official Statewide definition of school readiness, (3) several States were studying the issue of school readiness, and (4) local school districts were often making decisions about how children should be assessed and how data on children should be used. This resource is available on the Web at <http://ecrp.uiuc.edu/v2n2/saluja.html>.

■ *Seeds of Success: State Prekindergarten Initiatives 1998-1999* (September 1999), by the Children’s Defense Fund (CDF), examines the extent to which State prekindergarten initiatives are enabling children and families to gain access to high-quality, comprehensive early childhood education. It illustrates the steps that have been made over the past decade and discusses what further steps are necessary to ensure that all children are not only able to participate in prekindergarten programs but also that the programs give children the strong start they need to

succeed in school. The Executive Summary is available on the Web at [http://www.childrendefense.org/pdf/seeds\\_of\\_success.pdf](http://www.childrendefense.org/pdf/seeds_of_success.pdf).

The National Child Care Information Center does not endorse any organization, publication, or resource.

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